Title: Caring for grandparent-headed families: Challenges and opportunities for school social workers.

Author: Essex-E.L.; Newsome-W.S.; Moses-H.
Address: University of Illinois at Chicago, 1040 W. Harrison St., Chicago, IL 60607

Abstract: In recent years, grandparents have increasingly taken on the role of primary caregiver for their grandchildren. As the link between family, school, and community, the school social worker is in a unique position to assist these families. This article has two interrelated purposes. The first is to sensitize school social workers to circumstances faced by grandparent-headed families. Based on related literature, the article describes challenges and opportunities for the grandparents and for the children, with particular emphasis on how their situation may affect their relationships to schools. The second purpose is to describe roles for the school social worker in working on behalf of these families. The article describes opportunities for interventions with grandchildren, grandparents, the school, and the community to improve outcomes for caregiving grandparents and the children in their care.
Key Words: Caregiving; grandchildren; grandparents; school social work

Title: Do ecological strategies help socially isolated youth?

Author: Margolin-S.
Address: Governor's State University, University Park, IL 60466-0975

Abstract: The purpose of this research was to find out if social support and activity involvement counter the present and potential internalized difficulties generally experienced by socially isolated youth. The sample was drawn from 15 6th-grade classes in a middle school with a 96.7% African American and 51.3% low income student body. Of the 161 students participating, 27 were classified by their teachers as socially isolated and were the study sample. The results of multiple regression analysis showed that isolated youth who perceive themselves to be less engaged in activities experience significantly lower self-esteem than more active social isolates. Decreased activity involvement did not, however, predict increased depression, social anxiety, or loneliness, nor did inadequate social support serve as a significant predictor.
Key Words: Ecological strategies; internalized difficulties; social isolation; socially isolated youth

Title: No substitute for competence: How to survive and thrive as an interim school social worker.

Author: Raines- J.C.; Ahlman-C.
Address: School of Social Work, Illinois State University, Normal, IL 61790-4650

Abstract: This article addresses the unique issues that face school social workers who find themselves in the position of filling in for a social worker on leave. It focuses on four themes: entering, assessing, intervening, and ending. Entering deals with becoming familiar with the new school environment, job shadowing, and becoming a visible member of the team. Assessing concentrates on how to become familiar with the informal aspects of the organizational culture and student needs. Intervening addresses issues that are likely to arise with individuals, groups, and families. Solution-focused brief treatment is found to be a useful practice model. Ending focuses on termination with students, parents, and the school.

Title: The development of the inaugural Midwest Regional School Social Work Conference: Reflections on a historical milestone.
Author: McCullagh-J.G.; Pool-L.D.
Address: University of Northern Iowa, Sabin 115, Cedar Falls, IA 50614-0407
Abstract: Two school social work consultants – Larry Pool and Lynn Unterbrink – formed a creative partnership in the mid-1960s that resulted in the first regional conference for school social workers. This article presents Larry Pool's recollections of the events that led to the inaugural Midwest Regional School Social Work Conference held more that three decades ago inn Illinois. The conference is now an important annual event. This narrative – an important record of school social work's legacy – may inspire others to embark on their own synergy of creative partnerships.

Title: Reflections on the institution and the process that results in the first Midwest Regional School Social Work Conference.
Author: Unterbrink-L.D.
Address: University of Northern Iowa, Sabin 115, Cedar Falls, IA 50614-0407
Abstract: Any successful project is the result of time, effort, research, and the thought put forth prior to its foundation. So it was with the Midwest Regional School Social Work Conference. This article is a brief summary of the beginning and the process that resulted in the conference.

Title: To tell or not to tell: Ethical issues regarding confidentiality.
Author: Raines-J.C.
Address: School of Social Work, Illinois State University, Normal, IL 61790-4650
Abstract: School social workers frequently face ethical quandaries about which student

disclosures to keep confidential and which to divulge for the student's or the school's best interest. A seven-step process is recommended for working through this decision. These steps include knowing yourself, analyzing the dilemma, identifying courses of action, seeking consultation, managing clinical concerns, enacting the decision, and reflecting on the process. The boundary between ethics and the law is also clarified as well as issues in record keeping. A checklist for confidentiality is included as an appendix.

Key Words: confidentiality, duty to warn, ethics, legal issues, risk assessment, school records